

Grade 6-8

Framework for **FORMATIVE/CLASSROOM** Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of
LANGUAGE ARTS.

PA Academic Standard(s)

Apply appropriate strategies to interpret and analyze author's purpose using grade level text. 1.1.8.A.

Use context clues, knowledge of root words as well as a dictionary or glossary to decode and understand specialized vocabulary in the content areas during reading. 1.1.8.B.

Evaluate text organization and content to determine the author's purpose, point of view, and effectiveness according to the author's theses, accuracy, thoroughness, and patterns of logic. 1.2.8.A.

Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspaper, periodicals, consumer and public documents, electronic media). 1.2.8.B.

Distinguish between essential and nonessential information across a texts to a variety of media; identify bias and propaganda where present. 1.2.8.C.

Draw inferences and conclusions based on a variety of information sources, citing evidence from multiple texts to support answers. 1.2.8.D.

Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations. 1.6.8.B.

Write multi-paragraph informational pieces (e.g. letters, descriptions, reports, instructions, essays, articles, interviews) 1.4.8.B.

- Use relevant graphics (e.g. maps, charts, graphs, tables, illustrations, photographs)
- Use primary and secondary sources, as appropriate to task.

Write with a clear focus, identifying topic, task, and audience and establishing a single point of view. 1.5.8.A.

Develop content appropriate for the topic. 1.5.8.B.

- Gather, organize and determine validity and reliability of information.
- Employ the most effective format for purpose and audience.
- Write paragraphs that have details and information specific to the topic and relevant to the focus.

Write with controlled and/or subtle organization. 1.5.8.C.

- Use appropriate transitions within sentences and between paragraphs.
- Establish topic and purpose in the introduction.
- Reiterate the topic and purpose in the conclusion.

Write with an understanding of style using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language. 1.5.8.D.

Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone, and word choice. 1.5.8.E.

Use grade appropriate conventions of language when writing and editing. 1.5.8.F.

- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use correct grammar and sentence formation.

Speaking

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<p>Purpose, context and audience influence the content and delivery in speaking situations.</p> <p>Essential content, literary elements and</p>	<p>Deliver effective oral presentations by:</p> <ul style="list-style-type: none"> Establishing a clear and concise focus or thesis selecting and using appropriate structures, content and language to present ideas that support the thesis utilizing appropriate technology or media to reinforce the message employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation monitoring the response of the audience and adjusting delivery accordingly <p>Interact effectively in discussions by:</p> <ul style="list-style-type: none"> maintaining the focus of the discussion by contributing relevant content selecting and using appropriate language asking relevant and clarifying questions monitoring the response of participants and adjusting contributions accordingly employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation <p>Comprehension Summarize, draw conclusions, and</p>	<p>Appropriate language Body language cues Controlling point Conversations/discussions Intonation Pace Structures Thesis Volume</p>	<p>Answer WH-questions based on comic book versions of age appropriate stories, plays or novels.</p>	<p>Restate facts from visually supported information in newspapers, magazines or brochures.</p>	<p>Predict future outcomes of a drama, song or magazine article to a small group.</p>	<p>Present summaries of student-selected trade books or short stories within a small group.</p>	<p>Give book summaries or reviews, including critiques, appropriate to grade-level within a small group.</p>	<p>Level 6- Reaching</p>

devices inform meaning.	make generalizations from a variety of mediums. Use and cite evidence from texts to make assertions, inferences, generalizations and to draw conclusions.							
Writing								
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Quality of Writing Focus, content, organization, style and conventions work together to impact writing quality.	Write with sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience. (Focus) Develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (Content) Use specific vocabulary when developing writing. Use an effective format that is relevant to audience and task. Organize and sustain writing in a logical order, including an introduction, body, and conclusion with appropriate transitions within and between paragraphs. (Organization). Write to create style, tone, and voice using a variety of sentence structures and descriptive word choices, and literary devices (style). Use grade appropriate conventions of written language when writing and editing (i.e.	Bias Content Conventions Focus Informational writing Literary device Literary element Narrative writing Organization Persuasive writing Revise Style	Write words and phrases using bilingual or picture dictionaries.	Write phrases or short sentences using a graphic organizer.	Create simple paragraphs using a graphic organizer.	Create paragraphs or longer compositions using thesauri, dictionaries or checklists.	Self-assess and revise process writing using rubrics working with a partner.	Level 6- Reaching
			Content Stems					
			Literary genre (Ex. drama, adventures, ballads, mythology)	Literary genre	Prediction	Summarization	Summarization	
			Instructional Support					
			Quality and types of writing Visual support Picture dictionary Comic books	Historical documents Science fiction Biographies Newspapers Magazines	Guided model Graphic organizer Rubric Magazines Songs	Editorials Technical text With a partner Use reference e.g., thesaurus	In a group Grade level text	
Language Use								
Naming Use high frequency words Answer yes/no	State big main ideas Describe using modeled sentence Describe	State main ideas with some supporting details Retell/	Paraphrase/ summarize Defend a point of view Explain Compare/	Defend a point of view with rationale Use and explain metaphors				
Types of Writing								

	<p>correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions)</p> <p>Write narrative pieces, specific to a purpose and audience, which have clear organizational structures, contains dialogue, literary conflict, and literary elements and devices (e.g. short stories, poems, plays).</p> <p>Write informational pieces, specific to a purpose and audience, which have a well developed main idea, includes cause and effect relationships or problem and solution, and contain precise language and specific detail, relevant graphics, and primary and secondary sources (e.g. letters, reports, instruction, essays, articles, interviews).</p> <p>Write persuasive pieces, specific to a purpose and audience, which have a clearly stated position or opinion, with convincing and properly cited evidence that anticipates and counters reader concerns and arguments.</p>		<p>Repeat Answer "WH" question Draw content related pictures Label pictures/ graphs Generate lists from pre-taught words, word bank</p>	<p>routines and events Express needs and wants Make requests Connect simple sentences Complete graphic organizers Respond to yes/no choices and "WH" questions</p>	<p>rephrase ideas Give brief oral content presentation State opinions Produce short paragraphs Create compound sentences Compare/contrast information and events</p>	<p>contrast concepts Connect ideas with supporting evidence Substantiate opinions with evidence Create multi paragraphs Justify ideas Use details to support ideas Use transitional words Paraphrase Compose (intro, body, conclusion)</p>	<p>and similes Communicate with fluency Negotiate meaning in group discussion Create expository text Produce research reports Use analogies Critique literary essays and articles</p>	
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